DOCUMENT RESUME

ED 405 910 JC 970 180

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|---|---|
| TITLE | Putting Students First: MnSCU's Plan for Minnesota, 1997-2000. |
| INSTITUTION | Minnesota State Colleges and Universities System, St. Paul. |
| PUB DATE | Dec 96 |
| NOTE | 38p. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | *College Planning; Community Colleges; Economic Research; Educational Finance; Higher Education; *Institutional Advancement; *Institutional Mission; Mission Statements; *Organizational Objectives; Statewide Planning; *Strategic Planning; Student Characteristics; Two Year Colleges |
| IDENTIFIERS | *Minnesota State Colleges and Universities |

ABSTRACT

Focusing on the role of Minnesota's State Colleges and Universities (MnSCU) in meeting the economic and educational needs of Minnesota, this plan describes the mission and strategic goals of the system for 1997to 2000. Following introductory materials, the history of the MnSCU system is discussed, highlighting its formation in 1995 as a merger of 10 technical colleges, 8 community colleges, 11 consolidated colleges, and 7 state universities. Responsibilities to the state of Minnesota are then described and the MnSCU mission statement is presented. Next, external considerations for strategic planning are reviewed, including a demographic and economic profile of Minnesota, a profile of state educational needs, and descriptions of external threats and opportunities. Internal considerations for strategic planning are then discussed, including profiles of state finances and students as of fiscal year 1996, internal strengths and weaknesses, and threats and opportunities. Following responses from town meetings held in 1996 and the MnSCU values and visions statements, the following six strategic goals are presented: (1) provide academic accountability by measuring student achievement; (2) ease student mobility between institutions through skill-based transfer; (3) restructure career education to ensure that students receive general education as well as technical competencies; (4) make electronic education a core element of the MnSCU; (5) align programs and services with community and business needs; and (6) strengthen partnerships with K-12 institutions. Concluding remarks address methods for financing the plan. A planning timeline, the MnSCU town meeting schedule, student profile data, and a map of campus locations are appended. (HAA)

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# Putting Students First:

# MnSCU's Plan for Minnesota 1997-2000

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MnSCU

Minnesota State Colleges & Universities

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# PUTTING STUDENTS FIRST:
## MNSCU'S PLAN FOR MINNESOTA

## 1997-2000

Minnesota State Colleges and Universities, established on July 1, 1995, is poised to make fundamental changes in Minnesota higher education. This strategic plan includes ambitious goals for increasing levels of accountability to students and to taxpayers, improving preparation for careers, adding a skill-based credit transfer option, embracing technology as a core educational component and strengthening the MnSCU/K-12 partnership. By attaining these goals, MnSCU will contribute significantly to Minnesota's economic competitiveness and the quality of life for its citizens.

**Approved by the Board of Trustees, December 1996**

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# Minnesota State Colleges and Universities Leadership

MnSCU is governed by a 15-member Board of Trustees appointed by the governor. The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.

The Board appoints the chancellor, who serves as the chief executive officer and is responsible to the Board for the administration system.

State law requires three board members to be students or recent graduates of MnSCU institutions.

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# Executive Summary

"Putting Students First: MnSCU's Plan for Minnesota" outlines how Minnesota State Colleges and Universities will meet the higher education needs of students into the next century.

Established on July 1, 1995, MnSCU provides high quality programs through its 10 technical colleges, 8 community colleges, 11 consolidated colleges and 7 state universities located in 46 communities throughout Minnesota.

MnSCU offers a wide array of educational opportunities. These include programs in technical education, which prepares students for skilled occupations that do not require a baccalaureate degree; pre-baccalaureate education, which offers lower division instruction in academic programs; occupational education, in which all credits earned are accepted for transfer to a baccalaureate degree in the same field of study; and baccalaureate and graduate education, which offers instruction through the master's degree, including specialist certificates, in the liberal arts and sciences and professional education.

This strategic plan includes ambitious goals for increasing levels of accountability to students and to taxpayers, improving preparation for careers, adding a skill-based credit transfer option, embracing technology as a core education component, aligning programs and services with state needs and strengthening the MnSCU/K-12 partnership.

The six goals detailed below represent a three-year strategy (1997-2000) to help MnSCU increase its contribution to Minnesota's economic competitiveness and the quality of life for its citizens.

## Summary of Strategic Goals

**Goal 1: Academic Accountability**

To provide academic accountability to the people we serve by measuring student achievement in all areas of learning.

**Goal 2: Skill-based Transfer**

To ease student mobility between institutions and among educational programs through skill-based transfer.

**Goal 3: Career Education**

To rethink career education to ensure that students get the general education and technical skills and competencies they need for a lifetime of careers—not just a first job.

**Goal 4: Electronic Education**

To ensure that electronic education becomes a core element of MnSCU to enhance teaching and learning while connecting students, schools, colleges and universities, business and communities.

**Goal 5: Program and Service Alignment**

To align MnSCU's programs and services with the needs of communities and businesses.

**Goal 6: MnSCU / K-12 Partnership**

To strengthen the partnership between MnSCU and K-12 education by pursuing a systemwide effort to improve outreach to K-12, to enhance teacher education and to ensure successful student transitions from high school to college.



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## MnSCU Statement of Values

Discussions at a series of MnSCU town meetings and internal forums inspired MnSCU to develop a statement of values. These values extend beyond the particulars of the strategic plan, but will be especially helpful in implementing the plan. They reflect the values that Minnesotans and MnSCU faculty, students and staff across the state hope will permeate the system we are shaping.

**MnSCU commits itself to the promotion of five values it deems central to effective education and a strong society:**

**Quality** Promoting higher standards of performance in everything the system undertakes
**Diversity** Building a system open and accepting of all individuals
**Civility** Educating for social and civic responsibility
**Access and Affordability** Ensuring that there are no financial barriers to MnSCU education
**Systemwide Accountability** Demonstrating educational effectiveness and organizational efficiency

Each of these fundamental values will underlie the strategic goals. MnSCU expects that each of these values will find expression in the implementation of the six strategic goals.

## The MnSCU Vision Statement

Guiding MnSCU's six strategic goals is a vision statement, which was discussed in the town meetings and internal forums.

**The Minnesota State Colleges and Universities, by focusing creativity and energy on meeting the educational needs of those it serves, will be widely recognized as the primary educational pathway for the people of Minnesota to achieve an enhanced quality of life and improved economic competitiveness.**

By virtue of size, MnSCU already is the primary pathway to higher education in Minnesota. But the MnSCU vision focuses more on quality, choice, access and affordability than size. As this vision is realized, Minnesota communities, families, and employers will increasingly think of MnSCU as the key educational resource for securing their economic future, building an educated citizenry and creating a civil society.

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# Introduction

This strategic plan sets goals to guide Minnesota State Colleges and Universities over the remaining few years of the 20th century and the beginning of the 21st. By attaining these goals, MnSCU will contribute significantly to an enhanced quality of life and increased economic competitiveness for the people of Minnesota in the century ahead.

The plan reflects an extended conversation, consuming eight months and covering all corners of the state, between the people MnSCU serves and the people who make MnSCU work. It completes, at least for the time being, one of the four core responsibilities the MnSCU Board of Trustees has established for the system office: setting strategic direction for the state's largest provider of higher education.

The strategic planning process began in earnest in the spring of 1996, little more than six months after MnSCU's first permanent chancellor, Dr. Judith Eaton, assumed her duties. MnSCU started by gathering perspectives from focus groups across the state, collecting demographic and economic data, and commissioning market research surveys of students, alumni and employers. After analyzing this information and sharing it with the MnSCU board, a strategic plan steering committee, with consultants from the National Center for Higher Education Management Systems, worked with Chancellor Eaton to develop a tentative vision statement and five tentative strategic themes.

In September and October 1996, Chancellor Eaton and the MnSCU board conducted 12 town meetings across the state to discuss the themes with nearly 1,600 people. The MnSCU college and university presidents also held town meetings with their faculty, staff and students. In addition, the entire system office staff met to discuss the themes, and discussions were held with the statewide faculty, staff and student leadership. All of these conversations helped to refine the vision statement and transform the five tentative strategic themes into goals—as well as adding a new sixth goal—that better reflect the ideas of the people MnSCU serves and the people who make MnSCU work.

# History and Background

During the 1980s Minnesota legislators discussed various options for governing the state colleges and universities. In the 1991 session, Senate Majority Leader Roger Moe introduced legislation to merge the seven state universities, 34 technical colleges and 21 community colleges under one board. Senator Moe suggested that the merger of these institutions would increase institutional accountability, improve student transfer, coordinate program delivery and improve facility planning. The general expectation was that the merger would not save money in the short term, but that efficiency and effectiveness would be increased over the long term.

Members of the House of Representatives agreed with Senator Moe's general concerns but did not believe a merger of the systems was necessary to accomplish higher education reform. The House proposed a plan in lieu of the merger bill and passed its reform package. A subsequent House-Senate conference committee let the merger stand, but extended the original two-year transition period for the new system to four years, to become effective July 1, 1995.

In the ensuing years, the House passed a series of bills to undo the new system, but by 1994 it became clear that the merger would become a reality. Legislation was adopted to guide collective bargaining and to provide for the transfer of technical college employees from school districts to the state of Minnesota. The legislature also amended the revenue bonding authority for state university dormitories and residence halls. A final piece of legislation provided employees displaced by the merger with several early retirement options.

In 1993, the Minnesota Higher Education Board (now called the MnSCU Board of Trustees) appointed Dr. Jay Noren as interim chancellor to guide the transition to the 1995 merger. He succeeded Dr. Mary Rieder, who was appointed as acting interim chancellor in 1991.

In 1995, a drafting team representing all three higher education systems reviewed approximately 250 pages of state law governing colleges and universities and recommended which laws should be carried forward. More than 130 sections of law were repealed, and the balance of higher education statutes was reorganized.

The Board of Trustees commissioned a national search for a permanent chancellor in the spring of 1995. The successful candidate, Dr. Judith Eaton, was selected on June 12, 1995, and assumed the position on August 15, 1995. With concurrence from the board, she developed a new organizational framework for the MnSCU system office, reflecting four system priorities: policy development, governmental liaison and advocacy, strategic planning and budget.

The new proposal for system office staffing focused on the elimination or relocation of some functions and the reduction of staff from a force of 210 to 110. Further cost efficiencies have been achieved over the last two years by consolidating 28 community and technical college campuses (involving 22 institutions) into 11 comprehensive community and technical colleges.

Now in its second year of operation, MnSCU serves the state with 53 campuses in 46 communities, plus the Akita campus in Japan. The system stands as the largest provider of higher education in the state.

53 campuses

46 communities

# MnSCU Responsibilities to the State of Minnesota

The responsibilities of the MnSCU Board of Trustees are found in Minnesota Statutes Chapter 136F. This chapter defines the scope and authority of the board, which is purposely broad and includes the responsibility to govern the state colleges and universities and all related property of the system.

The law requires the board to prescribe courses of study and conditions of admissions, set tuition and fees, establish requirements for completion of programs, approve awarding of appropriate certificates, diplomas and degrees and adopt suitable board policies for the institutions it governs. The board is also responsible for appointment of a chancellor and the delegation of powers necessary for the performance of the chancellor's duties.

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# The MnSCU Mission

**In June 1995, the MnSCU Board of Trustees adopted the following statement of mission:**

Minnesota State Colleges and Universities provides accessible high quality, future-oriented education and community service through technical, pre-baccalaureate, baccalaureate, master's, occupational and continuing education programs.

**Each state college and university has a distinct mission that is consistent with and supportive of the overall mission of Minnesota State Colleges and Universities.**

Minnesota State Colleges and Universities provides high quality programs comprising:

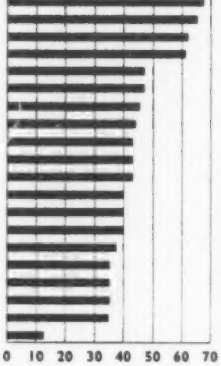
- Technical education programs, delivered principally by technical colleges, which prepare students for skilled occupations that do not require a baccalaureate degree.
- Pre-baccalaureate programs, delivered principally by community colleges, which offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies.
- Baccalaureate and graduate programs, delivered principally by state universities, which offer undergraduate and graduate instruction through the master's degree, including specialist certificates, in the liberal arts and sciences and professional education.

# External Considerations for Strategic Planning

## Demographic and Economic Profile of Minnesota

**Fastest Growing Occupations in Minnesota 1993-2001**

| Rank | Occupation | Avg. # of Openings Per Year 1993-2001 | Growth Rate 1993-2001 |
|---|---|---|---|
| 1 | Human Services Workers | 640 | 69% |
| 2 | Computer Engineers | 740 | 67% |
| 3 | Systems Analysts | 850 | 65% |
| 4 | Home Health Aides | 930 | 62% |
| 5 | Personal Home Care Aides | 300 | 61% |
| 6 | Paralegals | 100 | 47% |
| 7 | Electronic Pagination Operator | 60 | 47% |
| 8 | Occupational Therapy Assts. | 30 | 45% |
| 9 | Manicurists | 30 | 44% |
| 10 | Physical Therapy Assts. | 80 | 43% |
| 11 | Detectives and Investigators | 50 | 43% |
| 12 | Correction Officers | 200 | 43% |
| 13 | Physical Therapists | 120 | 40% |
| 14 | Data Processing Equip. Repair | 110 | 40% |
| 15 | Geologist, Geophysicist | 40 | 40% |
| 16 | Occupational Therapists | 60 | 37% |
| 17 | Teachers, Preschool/Kindrgn | 420 | 35% |
| 18 | Medical Records Techs | 110 | 35% |
| 19 | Medical Assistants | 110 | 35% |
| 20 | Teachers Special Education | 370 | 35% |
| | Average of all occupations | | 12.6% |




Minnesota Department of Economic Security
Research and Statistics Office Aug-95

With 4.6 million residents, Minnesota ranks 20th in population. Since 1990, the population has been increasing, with an influx of out-of-state professionals to the Twin Cities and a growth in rural areas.

Minnesota is relatively affluent. The state ranks above the 1995 U.S. mean in per capita income ($23,118 versus $22,788) and well below it in the poverty rate (9.2% versus 12.8%).

The economic strength of Minnesota is found in the southern third of the state. The economy of Minnesota is producing new jobs at a rate slightly higher than that of the United States as a whole. The growth is predominantly in the service and trade sectors, and heavily concentrated in the Twin Cities. The exception is manufacturing, which is growing faster in areas outside, but not far from, the Twin Cities.

Minnesota generates a high level of state general revenue relative to per capita income. The state invests heavily in social services and K-12 education, but less heavily in higher education.

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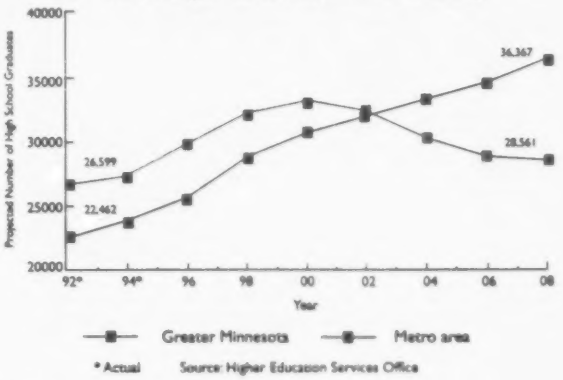
## Educational Profile of Minnesota

Reflecting the needs of the state's economy, Minnesota ranks above the national average in educational attainment at the following levels: high school graduate (33% versus 30%), associate degree (8.6% versus 6.2%) and baccalaureate (15.6% versus 13.7%). In addition, the state's high school dropout rate (6%) is among the lowest in the United States. Minnesota ranks below the national average at the graduate and professional levels. Educational attainment is highest in the southeast quadrant of the state.

In recent years, the number of high school graduates has declined significantly from its historical zenith of the late 1970s. The decline has recently stabilized, however, and is now trending upward slightly. The number of high school graduates is projected to grow incrementally during the next decade, from an estimated 59,080 in 1996-97 to 67,378 in 2006-07. This growth will be greatest at the beginning of this period. It will occur in and around the Twin Cities, while declining somewhat in many other parts of the state.

**More High School Graduates Coming**




Student demographic trends also show that the future college-going population will likely be older, more part time, more diverse, less able to pay and more in need of both basic and career-specific skills.

Approximately 5,500 Minnesota community college students transfer to the state's four-year institutions each year. The percentage of community college students who transfer in Minnesota is well above other nationally reported data.

Tuition and fees for colleges and universities in Minnesota are slightly higher than the national average. Tuition for the 1994-95 academic year was $2,919 for Minnesota four-year public colleges and universities, compared to $2,689 nationally; tuition for Minnesota two-year institutions was $1,928 versus $1,194 nationally; and tuition at four-year private colleges in Minnesota was $12,233 versus $11,522 nationally.

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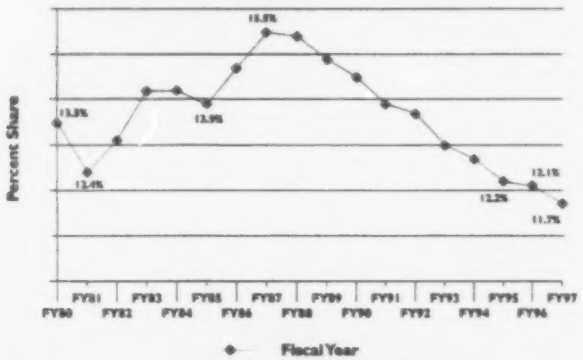
## External Threats and Opportunities

State funding for all sectors of higher education in Minnesota has increased just ahead of inflation over the past two years. In fiscal year 1996, appropriations to higher education increased six percent over the prior two years to a total of $1,066,898,000. State funding for higher education is unlikely to increase significantly over the next three years because of an increased competition for limited public funds from other public policy areas such as health care, corrections, K-12 and family aid.

Based on recent analysis predicting significant state revenue shortfalls by the year 2001, advisors to the governor recommended major changes in higher education financing. These proposals include a new student voucher system, in which all Minnesotans would be eligible for grants to help pay for an education at any public or private institution in the state. The proposal is intended to move public colleges to operate more efficiently through emphasis on competition, quality and accountability.

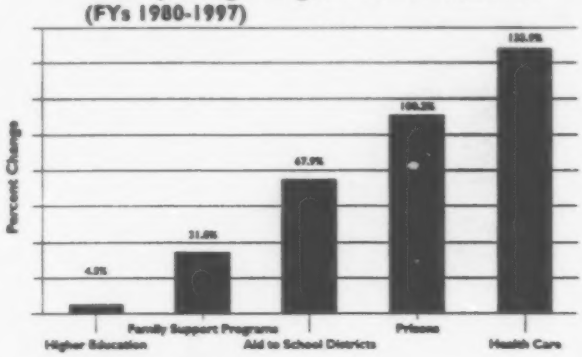
Opportunities do exist for institutions that can enhance quality, maintain access and increase operating efficiency and accountability to the public. Institutions that cannot meet these imperatives are unlikely to do well in the years ahead. A very robust state economy, with broad sector diversification, presents an opportunity for increased demand for higher education students.

**Higher Education's Percentage Share of State Expenditures (FYs 1980-1997)**



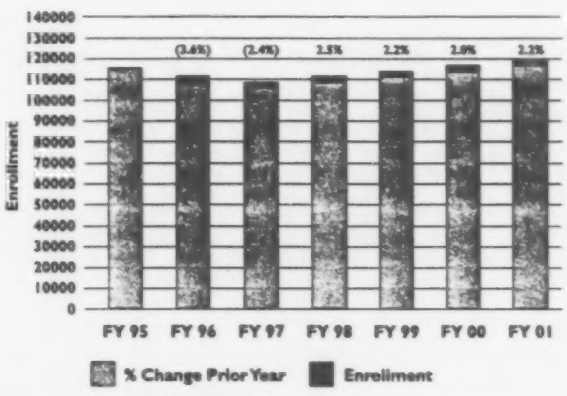

Source: Department of Finance 10/96

**State Spending Changes In Constant Dollars (FYs 1980-1997)**



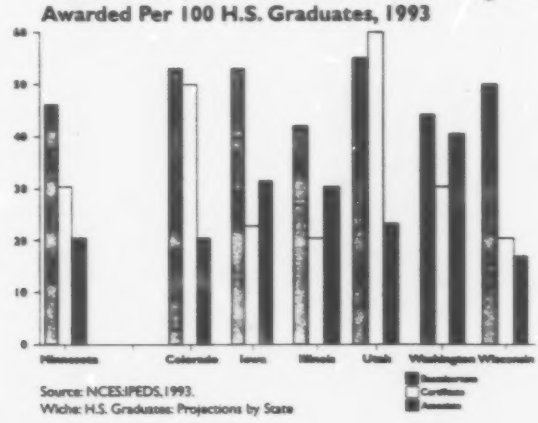

Source: Department of Finance 10/96

**MnSCU Full Year Equivalent Enrollment Projections**




Source: MnSCU Finance Division

**Baccalaureate, Certificate and Associate Degrees Awarded Per 100 H.S. Graduates, 1993**




Source: NCES:IPEDS,1993.
Wiche: H.S. Graduates: Projections by State





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# Internal Considerations for Strategic Planning

## Fiscal and Student Profile of MnSCU

MnSCU institutions represent a large public investment, managing more than $1 billion annually in taxpayer dollars, tuition, federal funds and private gift support. The total also includes $300 million in student aid. Higher education's share of the state budget is declining, however, from 15.5 percent in 1987 to 11.7 percent in 1996-97.

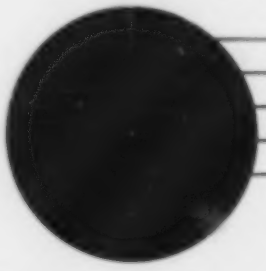
MnSCU employs approximately 20,000 faculty and staff. The system's physical plant includes 686 buildings with more than 22 million square feet.

Approximately 145,000 students were enrolled in MnSCU institutions in the fall of 1996. About 97 percent of MnSCU students are undergraduates. MnSCU's market share is still more than half of the state's enrollment in higher education (both public and private) and three-fourths of public higher education.

The MnSCU student population is increasingly diverse. Fifty-four percent of all students are female, approximately 45 percent attend part time and approximately seven percent are minority. One-third are 30 or older, and the average age is 28. More than 100,000 MnSCU students—two-thirds of the total—receive some form of financial aid, whether federal, state or private or any combination thereof.

MnSCU colleges and universities award approximately 30,000 degrees, diplomas and certificates per year, representing more than 1,200 academic programs (3,288 when programs at all locations are counted) at the certificate, diploma, associate, baccalaureate and master's levels.

**MnSCU Instructional Programs at All Locations**
**Fiscal Year 1996**



| | | |
|---|---|---|
| Masters | 170 | 5.2% |
| Certificate | 762 | 23.2% |
| Baccalaureate | 503 | 15.3% |
| Associate | 830 | 25.2% |
| Diplomas | 1,023 | 31.1% |
| **Total** | **3,288** | **100.0%** |

Source: MnSCU Policy and Planning

stands apart as a new kind of higher education

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# Profile of MnSCU Students, Fiscal Year 1996

These charts provide a profile of MnSCU students based on annual unduplicated headcount enrollment in Fiscal Year 1996—a total of 233,536 students. Annual unduplicated headcount counts all students who were enrolled for credit for at least one term in a year. Enrollment also can be determined by counting the number of students enrolled on a specific day. Using this snapshot approach, a total of 145,172 students were enrolled at MnSCU institutions on the 10th day of fall quarter or semester 1996.

## AGE

| | | |
|---|---|---|
| Unknown Age | 18,485 | 7.9% |
| 50+ | 9,139 | 3.9% |
| 40-49 | 25,394 | 10.9% |
| 30-39 | 40,243 | 17.2% |
| 25-29 | 28,252 | 12.1% |
| 20-24 | 63,280 | 27.1% |
| 19 & Under | 48,743 | 20.9% |
| **Total** | **233,536** | **100.0%** |

## ETHNICITY

| | | |
|---|---|---|
| Minorities | 16,881 | 7.2% |
| White | 189,848 | 82.6% |
| Unknown Ethnicity | 23,228 | 10.1% |
| **Total** | **233,536** | **100.0%** |

## GENDER

| | | |
|---|---|---|
| Unknown Gender | 753 | 0.3% |
| Female | 126,670 | 54.2% |
| Male | 106,113 | 45.5% |
| **Total** | **233,536** | **100.0%** |

## LEVEL

| | | |
|---|---|---|
| Graduate | 10,508 | 4.5% |
| Undergraduate | 223,028 | 95.5% |
| **Total** | **233,536** | **100.0%** |

Source: MnSCU Policy and Planning

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## Internal Weaknesses and Strengths

MnSCU is new. Though its colleges and universities enjoy varying degrees of visibility and prestige, the system itself is not yet well known among Minnesotans. In addition, the leadership is new and relatively unknown. Thus, the system's agenda—this strategic plan—will require a strong visibility campaign to increase public awareness and support.

In addition, employees and internal constituencies are concerned about their jobs and programs. Their voices—positively or negatively—carry to their collective bargaining units, their friends in the community, their legislators and others. Vigorous two-way internal communication is necessary.

But MnSCU stands apart as a new kind of higher education enterprise. MnSCU is particularly noted for its geographic accessibility across the state, its focus on undergraduate education, its emphasis on education for work in the occupations and professions, and its appeal to Minnesota students, the large majority of whom remain in the state after graduation.

MnSCU has started with a reservoir of good will. Many people concede that they didn't necessarily like the idea of a merger, but the consensus seems to be, "Let's make it work."

Thus, expectations for MnSCU are high. The debate that preceded the merger was long and polarized, with attempts to undo the legislation up to the 11th hour. Now, there are many supporters to please and critics to convince. As one example, the debate created the expectation that the merger would not cost any money and ultimately would result in significant cost savings. That may not be reasonable, but the expectation is firmly in place.

## Internal Threats and Opportunities

MnSCU's challenges—threats to some—will be related largely to limited resources and the changing needs and demands of society and the economy. If the recent past is any indication, funding for higher education is more likely to diminish than increase. Legislative and gubernatorial attention are focused on the growing cost of health care, welfare and corrections. MnSCU also must deal with the pervasive perception that higher education does not manage its finances effectively, which dampens legislative and public support for increases in appropriations.

Managing public perception will be another vital challenge for MnSCU. Society is growing more fickle about higher education. The general public still thinks well of higher education and realizes that it is essential for economic success. But the public is increasingly worried about the rising cost of higher education, with parents wondering whether they can afford to educate their children. Skepticism among opinion leaders is high, and their support is not likely to increase unless MnSCU institutions and the whole of higher education can demonstrate increased quality and efficiency.

But MnSCU has many opportunities before it. These include

- the provision of a more cohesive educational environment for Minnesotans
- the synergism to be generated by combining liberal arts and technical education curricula
- the extraordinary potential for using electronic education creatively and extensively
- the exploration of new methods of teaching and learning
- the collective power for showcasing institutions that historically have been hidden from public view.

"Let's make it work."

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# What MnSCU Heard at Town Meetings, Other Forums

As noted in the introduction, Chancellor Eaton and the Board of Trustees held 12 town meetings across the state in September and October 1996 to test receptivity to the five strategic themes and gain additional feedback from the public. The MnSCU leadership also met with the presidents of MnSCU institutions, faculty, students and staff. Minnesotans and the MnSCU community responded positively. The responses from the town meetings fell into four broad categories, as follows, and have been used to help transform the tentative strategic themes into more precise goals:

1. ***Strengthen Access, Choice, Quality and Affordability***

Time and again, people raised the concern of making sure MnSCU institutions remain broadly accessible and affordable to all Minnesotans, and that they continue to provide a wide range of high quality educational programs. Some people stressed the need for increased access to four-year higher education for both urban and rural communities, while others asked for improved access to short-term occupational training courses.

2. ***Increase MnSCU's Outreach to Communities and Business***

In both the greater Minnesota and Twin Cities areas, people stressed the importance of enhancing the outreach of MnSCU campuses. They also praised the roles that campuses already are playing in their communities. But people asked for more outreach to their surrounding communities to work with local businesses and connect MnSCU course offerings to community needs. Some people said they want to see MnSCU students strengthening their commitment to good citizenship by doing more volunteer work in the community and stressing the responsibilities of all individuals within a democratic society.

3. ***Strengthen the Partnership with K-12 Education***

Many Minnesotans said that MnSCU can do more to inform students of the broad range of courses offered by our technical colleges that can lead to good career opportunities. They believe much can be done in the high schools to increase the prestige and desirability of our technical college programs. Others stressed the importance of working with schools to reduce the number of students in need of developmental education once they get to college. They want MnSCU to collaborate with high schools as they strengthen graduation standards so that students have a better chance of succeeding in higher education.

4. ***Improve the Quality of Life in Minnesota***

The people of Minnesota see MnSCU as a vehicle to enhance their own quality of life, in ways both great and small. Some emphasized the importance of providing a high quality liberal arts education, whereas others stressed the need to focus on job-related skills. For many, quality of life translated into the promise of improved occupational choice and opportunity. For others, it meant access to a high quality education without a substantial decrease in their standard of living to pay for it. Many stressed the importance of encouraging lifelong learning and an educated citizenry.





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# The MnSCU Statement of Values

The town meetings and internal forums inspired MnSCU to develop a statement of values which will determine everything the system does. These values extend beyond the particulars of the strategic plan, but will be especially helpful in implementing the plan. They reflect the values that Minnesotans and MnSCU faculty, students and staff across the state hope will permeate the new system we are shaping.

**MnSCU commits itself to the promotion of five values it deems central to effective education and a strong society:**

**Quality** Promoting higher standards of performance in everything the system undertakes.

**Diversity** Building a system open and accepting of all individuals.

**Civility** Educating for social and civic responsibility.

**Access and Affordability** Ensuring that there are no financial barriers to MnSCU education.

**Systemwide Accountability** Demonstrating educational effectiveness and organizational efficiency.

Rather than defining these values as separate strategic goals, MnSCU expects that each of them will find expression, as appropriate, in the implementation of the six strategic goals. Each of these fundamental values—quality, diversity, civility, access and affordability and systemwide accountability—will underlie all strategic goals.

# The MnSCU Vision Statement

Guiding MnSCU's six strategic goals is this vision statement, which also was discussed in the town meetings and forums and refined as follows:

**The Minnesota State Colleges and Universities, by focusing creativity and energy on meeting the educational needs of those it serves, will be widely recognized as the primary educational pathway for the people of Minnesota to achieve an enhanced quality of life and improved economic competitiveness.**

By virtue of size, MnSCU already is the primary pathway to higher education in Minnesota. But the MnSCU vision focuses more on quality, choice, access and affordability than size. As this vision is realized, Minnesota families and employers will increasingly think of MnSCU as the key educational resource for securing their economic future, building an educated citizenry and creating a civil society. To do that will require organizational change within MnSCU to anticipate better and respond to their needs.

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# The Strategic Goals

The six strategic goals that follow establish the priorities for MnSCU over the next three years. Tactical work plans for each goal will be created in the months ahead.

The six goals are complementary, with intentional overlap to increase the likelihood for success in all areas. The attainment of one goal will, in varying degrees, depend upon and influence the attainment of others.

## Summary of Strategic Goals

**Goal 1: Academic Accountability**
To provide academic accountability to the people we serve by measuring student achievement in all areas of learning.

**Goal 2: Skill-based Transfer**
To ease student mobility between institutions and among educational programs through skill-based transfer.

**Goal 3: Career Education**
To rethink career education to ensure that students get the general education and technical skills and competencies they need for a lifetime of careers—not just a first job.

**Goal 4: Electronic Education**
To ensure that electronic education becomes a core element of MnSCU to enhance teaching and learning while connecting students, schools, colleges and universities, business and communities.

**Goal 5: Program and Service Alignment**
To align MnSCU's programs and services with the needs of communities and businesses.

**Goal 6: MnSCU/K-12 Partnership**
To strengthen the partnership between MnSCU and K-12 education by pursuing a systemwide effort to improve outreach to K-12, to enhance teacher education and to ensure successful student transitions from high school to college.

## Goal 1: Academic Accountability

**To provide academic accountability to the people we serve by measuring student achievement in all areas of learning.**

- in technical and career education
- in the liberal arts and general education
- in continuing education

Academic Accountability

### Purpose

MnSCU needs to ensure that students, their families, employers, taxpayers, legislators and government officials are fully informed of the academic effectiveness of each MnSCU institution by systematically measuring and reporting on how well our students are learning. By doing so, MnSCU will strengthen its accountability to all stakeholders.

*For Students:*
MnSCU will develop strategies for assessing achievement that enable MnSCU students to meet the challenges of a knowledge-based workplace, a global economy and an increasingly complex and diverse society.



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***For employers:***

Assessing achievement will ensure that graduates are well prepared to enter the workforce with job-related competencies as well as the necessary communication, problem-solving and quantitative skills.

***For citizens:***

A comprehensive systemwide approach to assessing achievement will demonstrate the effectiveness of MnSCU in improving student learning gains in general skills and their occupational programs.

## Background

Over the past decade, the measurement of student learning has become increasingly important to policy makers. MnSCU proposes to integrate the best practices of assessing achievement at the level of the individual student, the classroom and program into a systemwide approach to ensure high quality teaching and learning. Better knowledge about the level of student learning will help faculty understand more completely how they teach and students understand how they learn. Assessing for achievement is fundamental to improving the practices of teaching and learning.

## Objectives

***1. Identify the expected results in three key areas of student learning: general skills, general education and occupational- or discipline-based programs.***

At the system level, MnSCU will develop measurements to ensure that all students graduating from a MnSCU institution will have the skills to write effectively, read and synthesize complex materials and make good use of quantitative skills to deal with the complex and changing demands of the workplace and the greater society. Institutions will devise measurements of student achievement in general education. Individual occupational-or discipline-based programs will develop or improve upon their existing assessment or certification instruments. MnSCU will then work to integrate all three achievement assessments into a coherent systemwide format.

***2. Identify the means to measure learning achievement effectively.***

The integrated system and institutional assessment program that MnSCU is proposing requires the close collaboration of experts in policy, measurement and psychometrics and curricular design. Currently, many institutional, programmatic and classroom assessment programs exist around the country. Some states have begun to establish statewide assessment programs. MnSCU proposes to draw upon the best assessment practices at all levels to develop an integrated statewide assessment program to demonstrate student learning at multiple levels.

***3. Develop a reporting mechanism to ensure feedback from the results of the assessments to the practices in the classroom, the programs, the institution and the system office.***

In order to remain accountable to students, employers and taxpayers, a feedback mechanism must be in place to ensure that the results of the assessments have an appreciable impact on the education practices and policies throughout MnSCU.

***4. Link the development of measurements in student learning directly to the remaining strategic goals of skill-based transfer, career education, electronic education, program and service alignment and K-12 education.***

In order for academic accountability to be effective, all efforts to develop measures for student learning must be linked closely to the other five strategic goals. All of the goal areas are aimed at improving the quality of our academic programs for students and those who employ them.



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Thus, everything rests upon being able to measure gains in how well our students are learning in those programs, and, by implication, just how effective those programs truly are.

### Measures of Success

**We will know that we have established a system for academic accountability when:**

1. We have a variety of assessment instruments identified, tested and in place that measure student learning at the individual, programmatic and systemwide levels. Some examples of these may be portfolios, certification and licensure assessments and the American College Testing examination (ACTCOMP).

2. We have developed an integrated information system that collects, stores, analyzes and reports qualitative and quantitative data on individual, programmatic and systemwide assessment practices.

3. The results of these assessment programs have an impact on the policies and practices of MnSCU in enhancing student learning.

4. Our system for academic accountability is clearly linked to the implementation of the other strategic goals.

5. We successfully can report this impact to students, employers and taxpayers.

Skill-based Transfer

## Goal 2: Skill-based Transfer

**To ease student mobility between institutions and among educational programs through skill-based transfer.**

- between two-year and four-year institutions
- between two-year and two-year institutions
- in the liberal arts, career education and general education

### Purpose

MnSCU wants to make sure that students can transfer easily between institutions—but not solely on the acceptance of their academic credits, as is currently the case. In addition, transfer needs to be based on the confirmation of students' skills and competencies.

***For students:***

As students have become increasingly mobile, changing jobs, homes, and locations more frequently than ever before, they expect portability in their educational endeavors. While many students once completed their postsecondary work at a single institution, a growing number today gain access to educational opportunities at multiple sites, electronically and through multiple institutions. They expect that work done at one institution, and in some cases life experience that provides the same skills and knowledge as college course work, will be readily transferable to other institutions and programs. And they are at the very least disappointed when they encounter problems with the transfer of completed course work.

***For employers:***

At the same time, employers are saying that too many graduates of postsecondary programs lack some of the skills and knowledge needed to move quickly and effectively into their chosen careers. No longer can it be sufficient to allow transfer to occur solely on the basis of completing the appropriate courses with a passing grade. MnSCU needs to guarantee that students have the skills they need to succeed in their chosen field. This thinking applies not only to graduates



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of technical or occupational programs but also to graduates of liberal arts programs which, ideally, should provide them with the skills needed for success in any career—skills in critical thinking, communication and team building, for example.

## Background

To date, the entire educational system has been based on a consistent set of definitions (credits, courses and other "seat-time" concepts) that standardize learning across educational levels, systems and states.

Skill-based transfer offers a new approach. It provides for more effective assessment of skills and competencies gained in academic or workplace environments, enabling students to transfer more easily into new educational programs.

## Objectives

***1. Examine current transfer practices.***

MnSCU will evaluate current transfer practices in Minnesota and in other states, as well as the ways in which they can be revised to fit a skill-based approach. This process must also involve an analysis of the strengths and weaknesses of credit-based transfer, since we need to support students' abilities to continue to transfer in traditional ways as well as in new, skill-based ways.

***2. Define the skills essential to each discipline and applied field.***

Faculty must play the key role in defining the core competencies and skills essential to their fields and developing the means for evaluating whether those skills have been learned.

***3. Link the means for assessing skill-based transfer to the strategic goal of providing academic accountability by measuring student achievement.***

The efforts to develop skill-based transfer will work in concert with the strategic goal of designing the means to measure student learning.

***4. Implement skill-based transfer.***

Devise a plan for implementing skill-based transfer in a way that complements credit-based transfer.

## Measures of Success

**We will know that we have a skill-based transfer system in place when we have**:

1. Successful implementation of a systemwide transfer program driven as much by skills as credits. Several pilot projects involving "sending" colleges and universities will provide models of transferability to the "receiving" institutions.

2. A means for systematically evaluating the program. MnSCU institutions will need to be able to measure the impact of this new transfer approach on student success and employer satisfaction. This will require that measuring whether student transfer has been eased (e.g., increasing rates of student transfer, improved retention and improved rates of degree completion), and employer satisfaction with the skills of new hires from MnSCU institutions measured, for example, by employer surveys and/or assessment of graduates' performance in the workplace.

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## Goal 3: Career Education

**To rethink career education to ensure that students get the general education and technical skills and competencies they need for a lifetime of careers—not just a first job.**

- from job training through masters programs
- embracing K-12, school-to-work and job skills development

Career Education

### Purpose

MnSCU proposes to rethink fundamentally how students gain career education skills. Career education in today's economy demands far more than linking specific training to a specific job. It means providing students with an array of general education and technical skills that allow them to adapt to changing technologies and marketplaces.

***For students:***

The days of anticipating a 30-year career with a single employer or a career within a single employment field are long over. Most students will have a future involving a series of different jobs and careers, and they must have a set of skills, knowledge and aptitudes that transcend a single career field and can transfer from one job to another. In addition, students need the broader skills to be successful as active citizens, economic contributors and lifelong learners.

***For employers:***

Employers are demanding not only an improvement in specific job-related skills from college graduates, but also the universal skills and aptitudes that ensure success in the workplace: competence in information technology, the ability to work with diverse colleagues in team environments, and so forth.

### Background

Occupational and career education programs are at the heart of MnSCU. The system has more than 1,200 programs that emphasize specific occupational and professional fields, and the majority of our 145,000 students are enrolled in them.

*The career education goal will strengthen three sets of skills and competencies:*

- job-related skills, which are the specific occupational and professional competencies unique to the career field;
- technological skills, which are the skills involving technological tools and processes, particularly information systems, that transcend a particular job or occupation;
- transferable skills, which are the general skills required for success in all areas of life, such as communications skills, analytical skills and social skills.

### Objectives

***1. Create an inventory of career program skills.***

MnSCU will complete an inventory of career education programs within various career clusters (a grouping of related occupations or professions) to identify the job-related, technological and transferable skills that are taught. The skills embedded in these career clusters are extensive. For example, in the computer information science career cluster, MnSCU institutions provide coursework, certificates, diplomas and degrees through the masters level in the related areas of computer programming, systems analysis, microcomputer support, data processing, electrical technology and engineering/pre-engineering.

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***2. Identify employers' expectations.***
MnSCU will identify employer expectations for new and longer-term employees. These expectations will focus on job-related skills, technological skills and transferable skills identified in the skill inventory phase for the chosen career clusters.

***3. Match program skills with employers' expectations.***
MnSCU will compare skill inventory results for the targeted career clusters to employer expectations and identify any discrepancies. The results of the matching process and suggested implications/recommendations will be used to establish better communication between the employer community and MnSCU institutions and drive program improvement at MnSCU colleges and universities.

***4. Create a plan that incorporates needed program changes and links career education to the other strategic goals.***
Natural opportunities exist for linking career education to the five other strategic goals as we devise a systemwide plan to modify programs. For example, the plan might encompass skill-based transfer involving career cluster components between MnSCU institutions, as well as a plan for measuring student achievement in career education and strengthening program alignment by making sure we evaluate how well our graduates are meeting employer expectations.

## Measures of Success

**We will know we have successfully revised career education when we have:**

1. Career program skill inventories and employer expectation surveys for job-related, technological and transferable skills for all MnSCU programs within various career clusters. These inventories are valuable for directing program modification; for structuring customized training and continuing education modules, which will enable Minnesotans to improve their employability; for comparing MnSCU programs with national skill standards which address employability within the global marketplace; and for developing tests to assess the gains in student learning.

2. A plan to incorporate the changes in career education programs across MnSCU.

3. A public information program for heightening awareness of MnSCU's career education opportunities among public school students.

4. An increase in graduates' related employment rate for career programs.

5. A closer link to Minnesota's workforce and economic development needs. More than 80% of MnSCU learners obtain coursework, certificates, diplomas or degrees in occupational or professional fields essential to Minnesota's employers. More than 90% of MnSCU's students are from Minnesota, and an estimated 83% of them are likely to remain in the state after graduation.

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## Goal 4: Electronic Education

**To ensure that electronic education becomes a core element of MnSCU to enhance teaching and learning while connecting students, schools, colleges and universities, business and communities.**

### Purpose

MnSCU needs to ensure that information technology, as a core element in our culture, penetrates every dimension of activity by integrating electronically-delivered and campus-based education.

***For students and faculty:***

Computers and telecommunications show tremendous promise in the area of teaching and learning. Technologies allowing for the easy retrieval and organization of digital video, audio and text (CD-ROM) have spurred the development of impressive multimedia course materials for subject areas such as chemistry, biology and foreign languages. Multimedia presentations allow students to repeatedly see, hear and practice science concepts in a way that book-based materials cannot. Multimedia gives students the capability to link easily to additional problems or definitions as well as test their knowledge of the subject.

By offering higher education to students at any time, place or pace, technology also provides unprecedented opportunities to students unable to travel or meet at regular times.*

### Background

Recent developments in computers and telecommunications make it possible to simplify many of the management and administrative tasks of a large higher education system. Maximizing the use of technology also means that course registration, library research, and other academic and administrative transactions can be done at home over the Internet.

The greatest promise, however, lies in teaching and learning. All across the country, faculty are developing, customizing and using multimedia course materials and interacting with their students over the Internet.

MnSCU already has taken large strides into the technology arena. The MnSCU Electronic Academy, recently launched with $4.5 million from the legislature, envisions complete academic programs delivered statewide via interactive television, multi-media instructional technology across the curriculum, automated student services available on-line and through the Internet, expanded staff development opportunities and challenge grants for innovative applications of technology.

The environment for information technology in Minnesota higher education is favorable. In addition to the MnSCU Electronic Academy, the legislature and the governor already have built the Minnesota Learning Network, funded Minnesota Satellite and supported funding for several major educational technology initiatives. Most MnSCU institutions already have begun to embrace new technologies by developing home pages, courses, and services available electronically to their students. MnSCU's goal is to build upon its Electronic Academy initiative by expanding the use of technology within the classroom and institution and throughout the system.

### Objectives

***1. Maximize the use of technology for all MnSCU purposes.***

MnSCU intends to integrate the many different technologies (e.g. computer, video telecommunications) to enhance teaching and learning at its institutions. This means developing state-of-the-art



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technology-based, multimedia curricula for use in the classroom and laboratory or over the Internet. It also means that management information systems must interface with library databases, student registration, student records and portfolios, faculty and staff payroll operations and course catalogues.

***2. Establish a campus-based center for technology innovation.***
This center will draw on the growing number of faculty and technicians with computer, telecommunication and instructional design expertise to help in the design and implementation of electronic education. It will use faculty and technical expertise to design and test state-of-the-art electronic course materials produced within MnSCU or from institutions around the country and world. This center will work with faculty and administrators throughout the system to help them integrate technology into their institution and curricula.

***3. Expand public/private partnerships with business and industry.***
MnSCU must develop strong and flexible partnerships with business and industry. Most of the key technology innovations on the Internet have occurred because of the relationship between public colleges and universities and private industry. MnSCU must work with hardware developers, software providers, telecommunication companies, and publishing houses to maximize the benefits to students, employers and taxpayers.

***4. Ensure that the development of electronic education works in concert with the other strategic goals.***
For electronic education to be successful, it must be closely linked to the goals of measuring student learning, increasing skill-based transfer, enhancing career education and aligning programs to the needs of business and the community.

## Measures of Success

**We will know MnSCU is excelling in electronic education when:**

1. Students can choose from a wide range of courses and educational programs using, where appropriate, computers, multimedia and other telecommunication technologies.

2. Students, faculty and staff are immersed in an electronic environment, providing such benefits as access to worldwide information and library databases, user-friendly course registration, and advising and business services.

3. Faculty, staff and students have specialized training in the use of information technology; support for producing teaching materials, instructional modules and multi-media courses; and electronic interaction with colleagues around the nation and world. It is especially important to make sure that our students—future K-12 teachers in particular—get training in this area.

4. Employers have the benefits of a workforce prepared for the information age; expanded customized training and educational opportunities provided by MnSCU institutions; easier access to specialized courses for employees; availability of teleconferencing facilities; and graduates trained in the use of information technologies.

5. The state of Minnesota has gained increased higher education productivity, enhanced ability to attract and support technology businesses and the enhanced economic development potential of joint technology ventures.

## Goal 5: Program and Service Alignment

**To align MnSCU's programs and services with the needs of communities and businesses.**

Program and Service Alignment

### Purpose

MnSCU proposes to undertake a market-driven review process to ensure that educational programs and services meet the needs of students, employers and communities.

*For students:*

Students stand to benefit as MnSCU increases its commitment to monitor the dynamics of the state—in regard to population, demographic, geographic and economic patterns—to make sure that, in the 46 communities where MnSCU campuses are located, educational programs and services are consistent with the needs of citizens and businesses. This will increase employability for MnSCU graduates.

*For businesses:*

Better program alignment responds to the needs expressed in the town meetings for more outreach to communities and businesses. This will ensure MnSCU is providing programs and services that will enhance economic competitiveness of various regions across the state and provide sufficient numbers of graduates educated to meet the expectations of rapidly changing businesses and industries.

*For communities:*

In an era when economic anxiety is high and individuals are disengaging themselves from the larger community to focus on more immediate concerns, MnSCU needs to ensure it is producing graduates committed not only to their careers but to their communities. MnSCU institutions also need to serve as a more effective resource in meeting community needs. We need to build skills for citizenship and vigorous commitment to a democratic society.

### Background

Aligning educational programs and services is a market-driven review process designed to ensure that programs (1) meet student and employer demand and quality expectations, (2) are optimally located, (3) avoid unnecessary duplication, and (4) are reviewed periodically to meet changing community and state needs.

This strategic goal brings a decentralized entrepreneurial focus to program management within a more comprehensive, systematic framework boasting these characteristics:

- Systematic development of student and employer market-needs data
- Development of market-demand and community-needs data analysis tools
- Systematic review procedures to complement unique program needs
- Inter-institutional electronic communications among faculty teams

Program alignment is both an inter- and intra-institutional decision-making process. As appropriate, decisions are made either by faculty/administrative teams or—based on recommendations made by these teams—by institution presidents involved with the program. When program decisions have implications across institutions, decision-makers will need to reach consensus. Such collaborative decisions will serve the state's broader interests.

Aligning institutional service is another matter. The underlying principle is to serve as a more effective resource for each community that hosts a MnSCU college or university. The intent is



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to inspire more outreach to the community, in ways both traditional and innovative, to help improve the quality of life for taxpaying citizens and residents. Institutions can pursue such alignments through partnerships with local government, regional planning efforts, the local social services sector and various civic and voluntary associations.

## Objectives

***1. Meet student and employer demand.***

Fundamentally, instructional programs exist to meet the educational interests of students and, for career programs, the needs of employers. Ideally, MnSCU would offer an inventory of programs that serves both audiences and can accommodate increases or decreases in demand from both.

***2. Optimally locate programs.***

Although distance learning will open program access to students without regard to location, most programs and students will be relatively place-bound for many years to come, particularly for laboratory and equipment-intensive programs.

Program location is a concern for students and employers. Since the average age of students has increased, access to programs is very often limited to the institutions located within a reasonable commute distance from the student's home.

While graduates of occupational programs are more willing to move to obtain employment, program location is also a concern for employers. Employers prefer a readily accessible supply of trained workers and easy access to customized training. Employers are also active participants on program advisory committees. This partnership between employers and programs is facilitated when they are in close proximity.

***3. Avoid unnecessary duplication.***

Programs in close proximity are not necessarily a duplication. Unnecessary duplication occurs when two or more programs are serving the same student or employer market and one or more of the programs has low enrollment and/or a low rate of employment.

***4. Build communities.***

Service alignment initiatives will contribute to community needs, particularly in the governmental and social service sectors. Innovative outreach—involving not only the traditional service mission of universities, but also the instructional and research missions as they can be focused on local issues—will build the capacity of Minnesota communities for dealing with the stresses and opportunities of life in the 21st century.

***5. Meet changing program and service needs.***

Students' program preferences and employers' labor force needs change over time. Although related, these preferences and needs are not perfectly correlated. Together, they represent the market to which higher education must respond. These market changes vary across programs. That is, the demand for some programs may be quite stable over time, while others may increase, decrease, cycle, emerge or disappear.

## Measures of Success

**We will know we have instituted a successful system of program alignment when we see:**

1. A closer link between MnSCU program offerings and the needs of employers and communities.

2. A rise in students' satisfaction with access to the program of their choice.

3. Higher employer satisfaction with the available supply of trained workers.

4. Improvements in MnSCU's operational efficiency, especially in regard to student/staff ratios and cost per student.

5. Stronger communities in which MnSCU institutions are located. MnSCU institutions will be viewed as an essential resource in addressing local problems and enhancing quality of life in their respective communities.

## Goal 6: MnSCU / K-12 Partnership

**To strengthen the partnership between MnSCU and K-12 education by pursuing a systemwide effort.**

- to improve outreach to K-12
- to enhance teacher education
- to ensure successful student transitions from high school to college

MnSCU / K-12 Partnership

### Purpose

MnSCU proposes to establish a more integrated and comprehensive partnership between MnSCU and K-12 education by pursuing a systemwide effort to reach out to schools in Minnesota.

***For students:***

Many K-12 students are future MnSCU students, and many MnSCU students are Minnesota's future teachers. Therefore, we must ensure that high school graduation standards are clearly linked to MnSCU college readiness requirements. We also must ensure that high school students understand the multitude of occupational, career and academic educational pathways that MnSCU offers. In turn, MnSCU students who wish to be teachers must be held to high standards in the subject areas they intend to teach. They must be prepared to teach students from urban and rural areas and they must be expert in the use and understanding of state-of-the-art information technologies and learn to incorporate these technologies into their teaching.

***For faculty:***

MnSCU faculty are the key resource to forge a comprehensive MnSCU/K-12 partnership. Many faculty in colleges of education already enjoy established relationships with K-12 teachers and administrators throughout the state. MnSCU proposes to broaden this relationship to ensure that faculty from technical, occupational and academic programs throughout MnSCU develop close contacts with students, teachers and administrators in K-12 education.

***For employers:***

Employers in Minnesota are concerned about having a highly skilled workforce. Having a more clearly articulated partnership between K-12 and higher education helps better define the educational and training opportunities for business and industry.

### Background

The purpose of this goal is to build upon the strong relationship between MnSCU and K-12 education: more than 55 percent of the teachers educated in Minnesota come from MnSCU institutions. Colleges of education throughout MnSCU have worked closely with K-12 outreach initiatives such as enhancing urban education, increasing math standards and integrating technology and teaching. However, there has been no systemwide, coordinated approach since MnSCU's inception in 1995. This goal will help MnSCU rethink its approach to K-12 education, allowing MnSCU faculty and students to take more responsibility to help improve K-12 education throughout the state of Minnesota. Fundamentally, this goal is about reaching out to K-12 education.



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## Objectives

***1. Improve K-12 outreach.***

MnSCU must reach out to K-12 students, teachers and administrators to enhance communication and develop partnerships at all levels. This means going beyond the established lines of communication between college admissions officers and high school guidance counselors to ensure that K-12 students understand the career and academic opportunities as well as the standards and expectations of MnSCU. Students need to understand how enhanced transfer opportunities and improved career education increase choice and opportunity.

***2. Enhance urban education.***

A critical focus area is the preparation of teachers to work in urban classrooms where the largest growth in teaching jobs is predicted. Because of the geographic distances between many teacher preparation programs and the state's quickly growing urban areas, a MnSCU-wide program needs to be initiated that prepares teachers for the special demands and realities of urban classrooms. The objective of urban education will offer an array of clinical experiences for students training to be teachers, including short-term classroom observations early in their academic programs, student teaching, social work and early childhood education. In addition, professional development opportunities for higher education faculty and K-12 teachers and administrators in urban areas will be made available, including mentoring, graduate instruction and teacher/faculty exchanges.

***3. Ensure successful student transitions from high school to college.***

Since MnSCU serves a large proportion of Minnesota's K-12 graduates, it is important that high school graduation standards and MnSCU college readiness requirements are clearly defined to students, teachers, administrators and faculty. This clarity will result if MnSCU and K-12 educators work together to ensure there is a logical relationship between high school graduation assessments and MnSCU college readiness requirements. Achieving this objective will help reduce the need for developmental education and will enhance the quality of college students throughout Minnesota.

***4. Improve MnSCU teacher education.***

**a.** Ensure accountability of teachers in both general skills and specific subject areas.

One of the most important ways of enhancing K-12 education is to ensure that teachers are well prepared to teach general skills (writing, reading and math), which are fundamental to learning in all academic areas. Also important to the goal of academic accountability, MnSCU will ensure that students who wish to teach math in K-12 can demonstrate a strong background in math.

**b.** Infuse technology into teaching.

New technologies have transformed the workplace in the past decade. Many university faculty and K-12 teachers alike completed their academic degrees well before such technological advancements took hold. MnSCU proposes to ensure that efforts to establish and enhance electronic education infrastructure also include and build upon K-12 education. In addition, this initiative will ensure that teacher preparation includes the use and development of new learning technologies.

***5. Enhance the partnership for field-based training in career education.***

This objective is tied clearly to the strategic goal to enhance career education within MnSCU institutions by addressing the key areas of student learning and teacher training. MnSCU needs to establish a strong partnership with K-12 education to ensure high quality field-based training

throughout the state. A process to acknowledge student experiences gained in the field during their K-12 education also needs to be formalized. The result will be that K-12 career education will be more closely linked with the career education opportunities in MnSCU. Equally important is the way in which teachers are educated in MnSCU. Although field-based training for teachers is already a requirement for licensure in the state of Minnesota, no systemwide coordination exists to ensure that all programs maintain a high level of quality.

**Measures of Success:**

**We will know that we have strengthened the MnSCU / K-12 partnership when:**

1. We have a systemwide K-12 outreach program involving students, faculty, teachers and administrators.

2. All MnSCU students entering the teaching profession are skilled in the use of learning technologies.

3. All students preparing to be K-12 educators have training within the K-12 system to help them work effectively with students from cultural, demographic and economic backgrounds different from their own.

4. Field-based career education in MnSCU is linked with career education goals of K-12 education.

5. High school graduation standards are clearly linked to MnSCU college readiness requirements.

# Financing the Plan

MnSCU will ask the 1997 Minnesota Legislature to provide financial support during the 1998-99 biennium to begin implementation of the six strategic goals. A funding request for each goal will be submitted to the legislature. In addition, MnSCU will seek funding to improve college and university performance. These funds will help the colleges and universities to implement initiatives that are consistent with MnSCU's strategic plan and to pursue their quality and efficiency goals.

# Conclusion

"Putting Students First: MnSCU's Plan for Minnesota" is a blueprint for fundamental change in Minnesota State Colleges and Universities. This plan will drive everything we do at MnSCU as we seek an enhanced quality of life and improved economic competitiveness for the people of Minnesota. It is an important step toward tackling the major challenges that confront MnSCU and all of higher education.

As with any blueprint, this plan provides only the fundamental framework for building MnSCU in the years ahead. Much work remains in developing detailed tactical work plans for each of the strategic goals and in implementing those plans.

This document represents an enormous amount of hard work and thoughtful discussion involving the entire MnSCU community and the people of Minnesota. We appreciate these important efforts and look forward to serving the state and its students with this new, shared vision for higher education.

# Appendix

Appendix A

# Strategic Planning Timeline

**GOAL: Develop a three-year MnSCU strategic plan for service to students and the state**

| | |
|---|---|
| **Spring 1996** | Market research<br>Economic/demographic data |
| **June-July 1996** | Develop planning process: steering committee, advisory, committee town meetings, ongoing consultation with student associations, faculty associations, presidents |
| **August 1996** | Tentative vision statement and strategic themes |
| **September - October 1996** | 12 MnSCU town meetings |
| **November 1996** | Draft strategic plan |
| **December 1996** | Board of Trustees action |
| **January - April 1997** | Development of implementation plan |

Appendix B

# MnSCU Town Meeting Schedule
## September-October 1996

| Date | Time | Location |
|---|---|---|
| Saturday, September 21 | 9:30 a.m. | Minneapolis Community and Technical College<br>Minneapolis |
| Saturday, September 21 | 3:00 p.m. | Hennepin Technical College<br>Brooklyn Park |
| Monday, September 23 | 8:00 a.m. | Northland Community and Technical College<br>Thief River Falls |
| Monday, September 23 | 3:00 p.m. | Moorhead State University<br>Moorhead |
| Thursday, September 26 | 8:00 a.m. | Hibbing Community and Technical College<br>Hibbing |
| Thursday, September 26 | 3:00 p.m. | Lake Superior College<br>Duluth |
| Friday, September 27 | 3:00 p.m. | Central Lakes College<br>Brainerd |
| Monday, September 30 | 8:00 a.m. | Metropolitan State University<br>St. Paul |
| Monday, September 30 | 2:00 p.m. | St. Cloud State University<br>St. Cloud |
| Friday, October 4 | 8:00 a.m. | Rochester University Center<br>Rochester |
| Friday, October 4 | 3:00 p.m. | Mankato State University<br>Mankato |
| Friday, October 11 | 3:00 p.m. | Southwest State University<br>Marshall |



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# MnSCU Student Profile Data Fiscal Year 1996
## (Annual Unduplicated Headcount and FYE)

### Age

| System Total | 19&under | 20-24 | 25-29 | 30-39 |
|---|---|---|---|---|
| Headcount | 48,743 | 63,280 | 28,252 | 40,243 |
| Percent | 20.87% | 27.10% | 12.10% | 17.23% |
| FYE | 32,994 | 39,130 | 12,113 | 13,606 |
| Percent | 29.60% | 35.11% | 10.87% | 12.21% |

| | 40-49 | 50+ | Unreported Age | Total | Percent |
|---|---|---|---|---|---|
| Headcount | 25,394 | 9,139 | 18,485 | 233,536 | 100.00% |
| Percent | 10.87% | 3.91% | 7.92% | 100.00% | N/A |
| FYE | 6,992 | 1,830 | 4,790 | 111,456 | 100.00% |
| Percent | 6.27% | 1.64% | 4.30% | 100.00% | N/A |

### Ethnicity

| System Total | American Indian | Asian | Black | Hispanic | Subtotal Minorities |
|---|---|---|---|---|---|
| Headcount | 3,245 | 4,897 | 5,971 | 2,768 | 16,881 |
| Percent | 1.39% | 2.10% | 2.56% | 1.19% | 7.23% |
| FYE | 2,579 | 1,925 | 2,492 | 1,319 | 8,315 |
| Percent | 2.31% | 1.73% | 2.24% | 1.18% | 7.46% |

| | International Students | White | Unreported Ethnicity | Total | Percent |
|---|---|---|---|---|---|
| Headcount | 3,579 | 189,848 | 23,228 | 233,536 | 100.00% |
| Percent | 1.53% | 81.29% | 9.95% | 100.00% | N/A |
| FYE | 2,445 | 91,112 | 9,584 | 111,456 | 100.00% |
| Percent | 2.19% | 81.75% | 8.60% | 100.00% | N/A |

### Gender

| System Total | Female | Male | Unreported Gender | Total | Percent |
|---|---|---|---|---|---|
| Headcount | 126,670 | 106,113 | 753 | 233,536 | 100.00% |
| Percent | 54.24% | 45.44% | 0.32% | 100.00% | N/A |
| FYE | 59,435 | 51,368 | 653 | 111,456 | 100.00% |
| Percent | 53.33% | 46.09% | 0.59% | 100.00% | N/A |

### Level

| System Total | Under-Graduate | Graduate | Total | Percent |
|---|---|---|---|---|
| Headcount | 223,028 | 10,508 | 233,536 | 100.00% |
| Percent | 95.50% | 4.50% | 100.00% | N/A |
| FYE | 107,735 | 3,721 | 111,456 | 100.00% |
| Percent | 96.66% | 3.34% | 100.00% | N/A |

SOURCE: MnSCU Policy and Planning

* Annual unduplicated headcount counts all students who were enrolled for credit for at least one term in a year. FYE, or full year equivalent enrollment, is based on total student credit hours. 45 quarter credit hours equals one undergraduate FYE. 30 quarter credit hours equals one graduate FYE.

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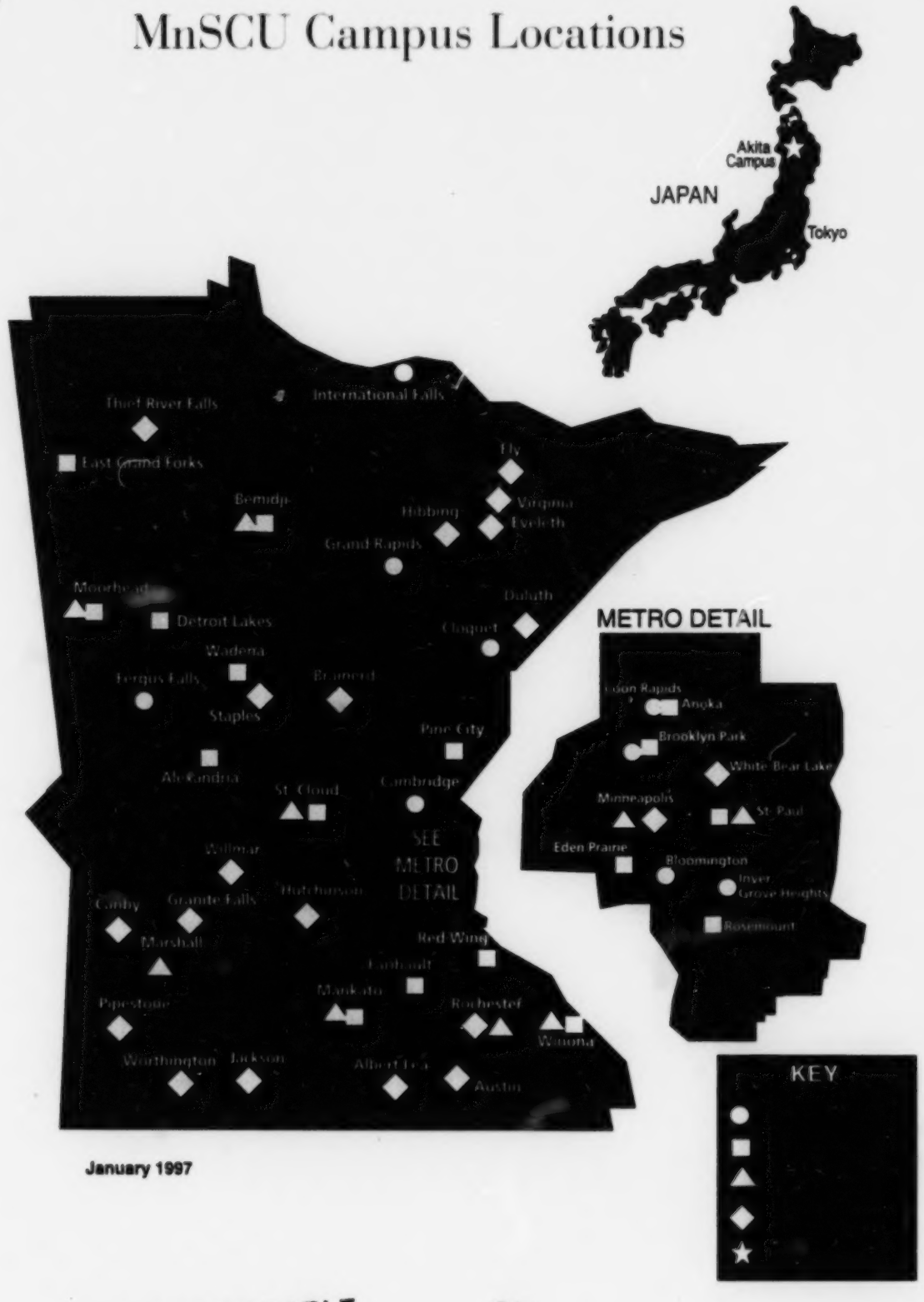
Appendix D

# MnSCU Campus Locations




January 1997

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# MnSCU Campus Locations

**Alexandria Technical College**
Alexandria
President Larry Shellito
(320) 762-0221

**Anoka-Hennepin Technical College**
Anoka
President Cliff Korkowski
(612) 576-4700

**Anoka-Ramsey Community College**
Coon Rapids and Cambridge
President Patrick Johns
(612) 427-2600

**Bemidji State University**
Bemidji
President M. James Bensen
(218) 755-2011

**Central Lakes College**
Brainerd and Staples
President Sally J. Ihne
(218) 828-2525

**Century College,**
**A Community and Technical College**
White Bear Lake
President James Meznek
(612) 779-3200

**Dakota County Technical College**
Rosemount
President David Schroeder
(612) 423-8000

**Fergus Falls Community College**
Fergus Falls
President Dan True
(218) 739-7500

**Fond du Lac Tribal and Community College**
Cloquet
President Jack Briggs
(218) 879-0800

**Hennepin Technical College**
Brooklyn Park and Eden Prairie
President Sharon Grossbach
(612) 425-3800

**Hibbing Community College,**
**A Technical and Community College**
Hibbing
President Anthony Kuznik
(218) 262-7200

**Inver Hills Community College**
Inver Grove Heights
President Steven Wallace
(612) 450-8500

**Itasca Community College**
Grand Rapids
President Joe Sertich
(218) 327-4460

**Lake Superior College**
Duluth
President Harold Erickson
(218) 733-7600

**Laurentian Community and Technical College District**
President Jon Harris

**Mesabi Range Community and Technical College**
Eveleth and Virginia
(218) 749-7700

**Vermilion Community College**
Ely
(218) 365-7200

**Mankato State University**
Mankato
President Richard Rush
(507) 389-2463

**Metropolitan State University**
St. Paul
President Susan Cole
(612) 772-7777

**Minneapolis Community and Technical College**
Minneapolis
President Diann Schindler
(612) 341-7000

Appendix D

# MnSCU Campus Locations

**Minnesota West Community and Technical College**
Canby, Granite Falls, Jackson, Pipestone and Worthington
President Ralph Knapp
(320) 564-4511

**Moorhead State University**
Moorhead
President Roland Barden
(218) 236-2011

**Normandale Community College**
Bloomington
President Tom Horak
(612) 832-6000

**North Hennepin Community College**
Brooklyn Park
President Yvette Jackson
(612) 424-0702

**Northland Community and Technical College**
Thief River Falls
President Orley D. Gunderson
(218) 681-0701

**Northwest Technical College**
Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Wadena
President Ray Cross
(218) 755-4292

**Pine Technical College**
Pine City
President Eugene Biever
(320) 629-6764

**Rainy River Community College**
International Falls
President Allen Rasmussen
(218) 285-7722

**Red Wing/Winona Technical College**
Red Wing and Winona
President Jim Johnson
(507) 454-4600

**Ridgewater College, A Community and Technical College**
Willmar and Hutchinson
President Mary Retterer
(320) 235-5114

**Riverland Community College, A Technical and Community College**
Austin and Albert Lea
President John Gedker
(507) 433-0600

**Rochester Community and Technical College**
Rochester
President Karen Nagle
(507) 285-7210

**St. Cloud State University**
St. Cloud
President Bruce Grube
(320) 255-0121

**St. Cloud Technical College**
St. Cloud
President Harold Erickson
(320) 654-5000

**St. Paul Technical College**
St. Paul
President Donovan Schwichtenberg
(612) 221-1300

**South Central Technical College**
Mankato and Faribault
President Ken Mills
(507) 389-7200

**Southwest State University**
Marshall
President Douglas Sweetland
(507) 537-7021

**Winona State University**
Winona
President Darrell Krueger
(507) 457-5000

## Japan

**MnSCU- Akita Campus**
Akita, Japan
(612) 296-4867

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